

SWEET BRIAR COLLEGE



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SWEET BRIAR COLLEGE



STUDIES IN THE FRESHMAN YEAR

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Studies in the Freshman Year in Sweet Briar College

INTRODUCTION

This pamphlet, prepared for the use of freshmen entering Sweet Briar College, is planned as a guide in the choice of courses for the first year and as an introduction to the plan of studies at the college. Before choosing her studies for the freshman year the student should consider the general plan of her college work, not necessarily choosing her field of concentration, but informing herself about the opportunities which the college offers and considering the relationship between her preparatory work, her freshman course and her later studies so that the whole may have both unity and breadth.

The descriptions of courses open to freshmen are published here in more detail than in the college catalogue, and an effort has been made to relate the material to preparatory courses and to degree requirements. The pamphlet should be used as a supplement to the catalogue, as constant reference is made in it to the catalogue statements.

FRESHMAN ADVISERS

Each freshman at Sweet Briar is under the guidance of a faculty adviser who will assist her through the first two years of her course. When the student meets her adviser in September she will have an opportunity to review the tentative program of studies which she now makes and to change the program in ways that seem desirable.

GROUP PLAN AND MAJOR FIELDS

In order to insure a desirable distribution of courses in the first two years, students are expected to carry from twelve to eighteen semester hours in each of the first three groups: (See pages 56-58 of the current catalogue.)

- I. Language and Literature, 12 or 18 hours.
- II. Natural and Mathematical Sciences, 12 hours.
- III. Social Studies, 12 or 18 hours.
- IV. Fine Arts, 6 hours.

At the end of the second year each student must choose her major subject or field. Students who have not yet found the subject in which they would like to concentrate are advised to choose their freshman courses with special attention to the new fields open to them in college. During recent years there has developed much more freedom of choice in freshmen subjects. This flexibility of freshman programs places greater responsibility on the student for informing herself about the opportunities open to her and for exercising discrimination in making her choices.

FOREIGN LANGUAGE REQUIREMENTS

A reading knowledge of French or German is required of every student. Those who have studied either subject for three years may present themselves for a reading test in September upon their arrival at the college. All who are not successful in passing this test should plan either to continue this subject or to begin the other. A reading knowledge of French is usually achieved by three years of secondary work plus one year of college work. A reading knowledge of German is achieved in this way or by two years of college German.

In addition to the reading knowledge of French or German every student is required to have either an elementary knowledge of the other of these languages or of Spanish or Italian, or a reading knowledge of Latin or Greek. An elementary knowledge is usually achieved by the study of a language through two years in secondary school or one year in college. Students who present four years of Latin for entrance may take the Latin reading knowledge test in March of the freshman year if they elect Latin 11,12. Students who present three units of Latin for entrance and wish to offer a reading knowledge of Latin to fulfill this requirement should plan to elect either Latin 1-2 or Latin 3-4 in the freshman year and to carry Latin 11,12 in the sophomore year. Students may take the Greek reading knowledge test while carrying Greek 103,104, which follows Greek 1-2 or two entrance units.

The reading knowledge tests in French and Latin are given in September and March, in German and Greek in September and May. The elementary knowledge tests in French are given in September and March, in German, Italian and Spanish in September and May. For further details about methods of fulfilling these requirements, see the descriptions of the various language courses.

NUMBER OF COURSES

It is customary for freshmen to carry fifteen hours in addition to the required work in physical education. Unless otherwise noted in the descriptions of courses which follow, all courses are planned to carry six semester hours credit. For students who have any physical difficulties and for those who undertake dining room service a lighter program is recommended. Since a minimum of twenty-six hours and twenty-six quality points (an average of C) is required for sophomore standing it is advisable for most freshmen to carry at least this number of hours throughout the year.

The series of hygiene lectures scheduled for Friday afternoons during the first ten weeks of the session is required of all freshmen but is not carried for credit. These lectures are offered to assist the student to adjust to the campus life and to set desirable standards for her daily living.

REQUIRED COURSES

Except for Freshman Composition and work in physical education there are no required courses. Students who do not carry at least one year (6 hours) of Greek or Latin in college, however, are required to take *Classical Civilization*, History 191-192, preferably in the sophomore year. One course (6 hours) each in history and laboratory science is required for the degree, so most freshmen include these subjects in their program of studies.

ACHIEVEMENT TESTS

For those students who have profited by unusual opportunities or who have taken work in advance of the normal entrance requirements there are offered achievement examinations in the subjects listed below. The passing of examinations in these subjects will not give credit toward the Sweet Briar degree but will admit students to more advanced courses, and in certain cases will absolve the departmental and group requirements. Statements regarding required reading and ground which should be covered for the examinations have been prepared for certain courses. These statements and application cards will be sent to students who request them before September 1. The examinations are scheduled for Thursday, September 21, 1937.

English 1-2, *Freshman Composition* (p.93)
English 103-104, *Survey of English Literature* (p.93)
Mathematics 1, *Plane Trigonometry* (p.120)
Mathematics 2, *Solid Geometry* (p.120)
Mathematics 3, *Algebra* (p.120)
Mathematics 8, *Introduction to Analysis* (p.121)
Music 1-2, *Elementary Theory and Ear-Training* (p.132)
Courses in modern languages in which the student is prepared.
Other courses subject to the recommendation of the department concerned.
(The numbers in parentheses refer to pages in the catalogue 1937-1938)

MAKING THE TENTATIVE PROGRAM OF STUDIES

After studying the catalogue statements on pages 55 through 60 and after reading the supplementary descriptions of courses given below each incoming freshman should fill out the enclosed tentative course card, choosing a schedule of fifteen to thirteen semester hours exclusive of physical education, and return it to the Registrar's office. In the second column on the card enter the numbers of the desired courses. Do not mark the card in any other way. It may be of advantage to return the card to the Registrar's office as promptly as possible, since places in certain courses are limited and preference must be given in the order of the receipt of the returned cards.

COURSES OPEN TO FRESHMEN

PRESCRIBED COURSES

ENGLISH

ENGLISH 1-2. FRESHMAN COMPOSITION.

Required of every freshman who does not pass an achievement examination in this subject. See pages 57-58 of the current catalogue. The work in certain sections of English 1-2 is adapted to students whose entrance papers show that they will be benefited by special practice in composition. The examinations for these sections are equivalent to those for other sections.

PHYSICAL EDUCATION

Physical Education is required of every freshman unless she is excused by the college physician. A thorough physical examination is given to each student during the opening days. Students may elect sports according to their preferences. See pages 115-119 of the current catalogue.

Because so many upperclass students have elected riding for their fall sport, entering students will not be admitted to beginners' classes for required credit in physical education this fall, but may ride as an elective sport. See page 119 of the current catalogue.

ELECTIVE COURSES

GROUP I—LANGUAGE AND LITERATURE

ENGLISH

ENGLISH 111-112. FUNDAMENTALS OF SPEECH.

This course is intended to free the student of such handicaps in speech as unpleasant vocal tone, faulty pronunciation, inaccurate enunciation and indistinct articulation. The first semester is given to study and practice of correct methods of voice production, of enunciating each of the individual sounds of the language, and of articulating those sounds in combination.

The second semester is given to the study of pronunciation, with recognition of the differences in the best usage of the three main geographical regions of the United States; to additional practice in voice production, enunciation, and articulation; and to study and practice of proper phrasing, emphasis, inflection, rhythm, and tempo in connected discourse.

As a further aid to improvement, phonographic recordings of the speech of each student are made from time to time throughout the year.

Open to all students upon advice of the instructor.

Two hours throughout the year. Credit four hours.

GREEK

GREEK 1-2. ELEMENTARY GREEK.

This course covers the fundamental facts of Greek grammar, with practice in reading and writing. From the beginning of the course the student reads quotations from masterpieces of prose and poetry, including selections from Plato. It is advisable that students who elect this course should have had four units in Latin for entrance. If a student who presents only three entrance units in Latin wishes to elect it, she should consult the head of the department. If this course is followed by Greek 103,104, the student is eligible to take the reading knowledge examination in Greek. See catalogue, page 59.

LATIN

LATIN 1-2. VERGIL AND OVID.

Vergil's *Aeneid* I-VI will be read and if time permits selections from Ovid's *Metamorphoses*. The first six books of the *Aeneid* tell the story of the destruction of Troy, the flight of Aeneas, his wanderings and

adventures until he reached the promised land of Italy. The sixth book, the most famous of all, describes his visit to the underworld. There is a review of Latin syntax and exercises in Latin composition.

Open to students who offer for entrance three units of Latin including Cicero.

LATIN 3-4. CICERO.

Three of the orations of Cicero against Catiline will be read, the oration for the poet Archias, and the *De Amicitia*, Cicero's Essay on Friendship. In connection with this course there is a review of Latin syntax with exercises in Latin composition.

Open to students who offer for entrance three units of Latin of which the third unit is Vergil.

LATIN 11,12. LIVY AND HORACE.

During the first semester Livy's history of Rome, Book I, will be read. Livy is a master of narration who tells many fascinating stories of semi-legendary character which archaeological investigations have proven to contain historical basis and which represent what the Romans themselves believed about their early history. Livy's first book deals with the founding of Rome and its early history under the kings. During the second semester Horace's Odes and Epodes will be read. Horace is the lyric poet of the Augustan Age, a contemporary and friend of Vergil. His poetry reveals a delightful philosophy of life and is of the greatest possible value in increasing the student's appreciation of English literature, since quotations from and allusions to Horace run "like a golden thread" through all English literature.

Open to students who offer four units of Latin for entrance. Students who take Latin 11,12 are eligible to take the reading knowledge examination in Latin in March of the current year. See catalogue, page 59 under Foreign Language Requirement.

FRENCH

FRENCH 1-2. ELEMENTARY FRENCH.

First semester: A grammatical text, with exercises, oral and written; pronunciation with aid to phonetics; acquisition of vocabulary; reading for translation; dictation. Intensive reading begins about six weeks later. Second semester: Continuation of the grammar; introduction of elementary prose composition; reading and discussion of more difficult prose in class. About 500 pages of reading.

For beginners.

FRENCH 3-4. INTERMEDIATE FRENCH.

First semester: Systematic study of verbs, pronouns, advanced syntax

with suitable exercises. Reading of literary texts for translation, pronunciation, study of regimes; discussions in French; dictation; outside reading. Second semester: Short survey of French civilization with literary and artistic appreciation, discussions in French. Outside reading and reports in French. The aim of the course is to give students a thorough understanding of grammatical principles, ease in expressing themselves orally or in writing, accuracy and fluency in reading for content, a general knowledge of French literature and culture. About 1000 pages of reading.

Open to students who offer two units of French for entrance.

FRENCH 27-28. SURVEY OF FRENCH LITERATURE.

This course offers a broad general view of French literature from the Middle Ages to the present time. French history, science and art are discussed in order to give the background for literature. Selections from writers of each great literary movement are studied and discussed in class. The course is conducted entirely in French.

Open to students offering three or four units of French for entrance and whose courses have been conducted in French. This course is recommended to students who intend to spend their junior year in France.

FRENCH 29-30. FRENCH LITERATURE OF THE NINETEENTH CENTURY.

A survey of the 19th century prose and poetry. First semester: Romanticism. Second semester: The realistic and symbolistic movements in poetry, the novel and the theatre. The class will be conducted mainly in English, but French will be used increasingly during the year. Practice will also be given in the writing of French. The aim of this course is not only to survey the representative literary genres of the 19th century, but also to develop the ability to read French literature readily, and to understand its relationship to the most important historical events and to the progress made in artistic and scientific thinking.

Open to students offering three or four units of French for entrance.

FRENCH 31-32. ELEMENTARY FRENCH CONVERSATION.

Students who intend to continue the study of French in college will find it helpful to elect French 31-32, a one-hour course in French conversation, in addition to French 3-4, or French 27-28, or French 29-30.

GERMAN

GERMAN 1-2. ELEMENTARY GERMAN.

The course aims to give the student a thorough permanent grammar foundation, an elementary reading knowledge and to enable her to understand fluent but uncomplicated spoken German and to present her ideas in a free but simple conversational style. It aims to give the student a varied

cultural background by short daily talks on the part of the instructor on: Andersen's and Brother Grimm's fairy tales, the Niberunga, Tristan and Parzifal Sagas, Wagner's operas, the Passion Play of Oberammergau, German University life, etc. German is used wherever possible in the classroom and much stress is placed on getting the student to speak good German. Each student chooses her own partner with whom she practices spoken German outside the classroom and checks her pronunciation by means of records and songs.

After completion of this course the student is eligible to take the elementary knowledge test in German. If this course is followed by German 3-4 she is eligible to take the German Reading Knowledge Test.

For beginners.

GERMAN 3-4. INTERMEDIATE GERMAN.

The course aims to enable a student to get a good reading knowledge of more advanced texts and to stimulate rapid reading for enjoyment. Intensive training in vocabulary-building and word analysis as an aid towards the reading knowledge examination. The course aims to give the student an understanding of idiomatic German and considerable fluency in spoken idiomatic German. Frequent talks on the part of the instructor to widen literary and cultural background, train the student's ear and develop her appreciation of the beauty of German. A thorough introduction to classical literature with special emphasis upon Lessing, Goethe and Schiller.

German is the only language of the classroom. The student speaks German outside of classroom in collaboration with a partner.

The masterpieces of the 18th and 19th centuries are read and the library texts are used.

After having successfully passed this course the student is eligible to take the reading knowledge test in German. See page 59 of the current catalogue.

Open to students offering two units of German for entrance.

GERMAN 123. THE GERMAN "NOVELLE."

This course offers the theory and development of the German short story from the time of Goethe to the period of Expressionism. The course deals with the influence of Boccaccio and Cervantes on the development of the "Novelle" in Germany, with the theories of Goethe, the Romanticists and the Realists, and the changing phases of this form of writing in the 19th century and the first decade of the 20th century.

Class readings from the works of the more important writers of this period. Collateral reading. Lectures in German. The student is encouraged to speak German in the classroom and speak it outside of the classroom in collaboration with a student partner.

Prerequisite: German 3-4 or three units at entrance.

GERMAN 131-132. INTERMEDIATE GERMAN CONVERSATION AND COMPOSITION.

A course designed to give abundant practice in the oral and practical elements of the language for students who wish to acquire greater facility in speaking German. Practical training in the language of every day life, on subjects connected with German life, customs and institutions with special stress on fluency and accuracy in the use of the language and special attention to idioms. Modern German works are read, selected according to the needs of the individual students electing the course. German is also spoken by the student outside the classroom in collaboration with a student partner.

Prerequisite: German 1-2 or two units at entrance.

ITALIAN

ITALIAN 1-2. ELEMENTARY ITALIAN.

The first semester is devoted to the study of pronunciation, the essentials of grammar and the development of a simple, practical vocabulary. The work of the second semester consists of a more comprehensive study of the fundamentals of grammar, further vocabulary building and the study of present-day Italian life. Upon the satisfactory completion of this course the student is expected to be able to express in Italian simple ideas relative to every-day life and to understand spoken and written Italian of average difficulty.

For beginners.

SPANISH

SPANISH 1-2. ELEMENTARY SPANISH.

The first semester is devoted to the study of pronunciation, the essentials of grammar and the development of a simple, practical vocabulary. The work of the second semester consists of a more comprehensive study of the fundamentals of grammar, further vocabulary building and the study of present-day Spanish life. Upon the satisfactory completion of this course the student is expected to be able to express in Spanish simple ideas relative to every-day life and to understand spoken and written Spanish of average difficulty.

For beginners.

SPANISH 7-8. INTRODUCTION TO SPANISH LITERATURE.

This course is designed to help the student acquire some ease in expressing herself both orally and in writing, and to become acquainted with the main currents of Spanish literature. The first semester will be devoted to verb-drill and theme writing and the study of the history of Spanish literature, through the Golden Age with representative readings. In the second semester, besides studying the most representative authors of the

18th and 19th centuries the class will concentrate on conversation and composition.

Open to students offering two or three units of Spanish for entrance.

SPANISH 101-102. SPANISH LITERATURE OF THE NINETEENTH CENTURY.

See catalogue statement, page 130.

GROUP II—NATURAL AND MATHEMATICAL SCIENCES

BOTANY

BOTANY 1,2.

The course aims to enable the student to get greater enjoyment from her surroundings and to give her an understanding of the importance of plants in the life of the earth. The first semester is concerned with the higher plants—how they are constructed; how they reproduce; how they manufacture plant substance from raw materials, and the part which they have in the rotation of elements in Nature. The second semester deals with the evolution of the plant kingdom. A series of plants ranging from simple microscopic forms to the flowering plants is studied. A general survey is made of the plants on the earth today in order to learn how they might have evolved from the vegetation which was here millions of years ago. There is some field work for the identification of the campus trees and to study plants in their natural habitats.

CHEMISTRY

CHEMISTRY 1-2.

Chemistry 1-2 provides a very thorough treatment of the fundamental principles of chemistry, presented in a manner to arouse a deep interest in the science and its significance in daily life, to encourage independent thinking, and to develop the ability to reason systematically. It places particular emphasis upon such matters as the atomic and molecular theories, crystal structure, valence and atomic structure, chemical equilibrium, ionization, and avoids the less necessary and more technical topics such as the balancing of complex equations, the solubility product law, etc., as well as the many less familiar elements and compounds. Throughout, the treatment attempts to humanize the science of chemistry in the most effective manner.

Separate sections are provided for students with and without high school chemistry.

PHYSICS

PHYSICS 1,2.

Physics studies the General Laws of Nature. It takes up the explanation of how machines work, how motors run, how airplanes fly, how ice is made, how our electric current is made and brought to us, how musical sounds are produced. It studies light and its colors, and instruments made

to help our eyes, such as eye-glasses, telescopes, microscopes, cameras. It gives the student practice, in the laboratory, in handling delicate instruments, in hooking up of electric circuits, in making accurate measurements. In short, it puts the student en rapport with the great advances in knowledge underlying our material progress.

ZOOLOGY

ZOOLOGY 1,2 or 1,4.

Zoology is the study of animals—their structure; how their organs and systems help them to live; where they live and their relations to other living things. Zoology 1 is an intensive study of the frog, introducing the student to biological principles and giving a general idea of the structure and functions of higher animals, including man. In Zoology 2, with the knowledge of animal life gained in the first semester as a background, a series of animals beginning with the simplest and proceeding through more complex types is studied. This suggests the line of development of animal life. Zoology 4. The student who wishes more information than is given in Zoology 1 on the structure and function of the human body may get it in Zoology 4. Models and the dissection of a small mammal give an understanding of the structure of the human body. With this knowledge a few experiments and discussion show how the systems and organs work individually and how they influence each other.

Students may take Zoology 1,2 or 1,4 to meet the degree requirement. Those who wish to take more work in Zoology should take Zoology 1,2.

MATHEMATICS

MATHEMATICS 1. PLANE TRIGONOMETRY.

First semester. Open to students who offer for entrance three units of mathematics or three and one-half units including solid geometry. Students who offer one-half unit of trigonometry for entrance should take Mathematics 3, Algebra, described on page 120 of the catalogue.

MATHEMATICS 2. SOLID GEOMETRY.

Second semester. Open to students who offer for entrance three units of mathematics or three and one-half units including trigonometry. Students who offer for entrance one-half unit of solid geometry should take Mathematics 8, Introduction to Analysis, described on page 121 of the catalogue.

MATHEMATICS 3. ALGEBRA.

First semester. Open to students who offer for entrance three and one-half units of mathematics, including trigonometry. See page 120 of the catalogue for description.

MATHEMATICS 8. INTRODUCTION TO ANALYSIS.

Second semester. Open to students who offer for entrance three and one-half units of mathematics including solid geometry. See page 121.

MATHEMATICS 21, 22. MATHEMATICAL IDEAS.

Open to all classes. This course is planned especially for those students who take no other mathematics in college. It is meant to give some appreciation of the development of this fundamental subject, its power and usefulness in modern life. Two two-hour practice periods will assist the students to understand the principles involved.

GROUP III—SOCIAL STUDIES

ECONOMICS

ECONOMICS 101-102. PRINCIPLES OF ECONOMICS.

At the beginning of the year, the historical growth of the economic order is stressed and the parallel development of explanations of its workings. This introduces the student to a picture of men making a living in a complex system of institutions such as factories, corporations and banks, and also to the literature dealing with principles of economics. The course also aims to bring out the connection of economics with other studies and to help the students to relate them. The bibliography given with the course should also suggest new fields of exploration for those who wish to continue their study.

It is advisable that students who enter the course as freshmen should have had American, English or European History in the last two years of preparatory school, a Social Study course or other preparation or experience which has made them wish to understand the workings of the economic system.

HISTORY

There are three courses in history open to freshmen. History 1-2, General European History, History 3-4, The Ancient World, and History 5,6, Englishmen in the Sixteenth and Seventeenth Centuries, carry three hours credit each semester.

HISTORY 1-2. GENERAL EUROPEAN HISTORY.

The catalogue statement needs no supplemental description.

This course is recommended for students who anticipate a major in music.

HISTORY 3-4. THE ANCIENT WORLD.

The course opens with a brief study of prehistoric man and the beginning of civilization, noting the contributions of the nations of the Ancient

East to the culture of the ancient world. The principal part of the course deals with the classical civilizations of Greece and Rome, carrying the story from the earliest days of Greece down to Constantine and the last days of the Roman empire in the west. Political history is the central theme, but attention is given also to those achievements of the ancients for which our civilization is indebted to the Greeks and Romans. The text for the first semester is C. E. Robinson, *History of Greece*; for the second semester it is C. E. Robinson, *History of Rome*. The work of the course includes map exercises, outside reading and instruction in the preparation of a term-paper.

This course is designed for students who continue Latin or take up Greek in college. It is recommended for students who anticipate a major in art. Those who do not take courses in Latin or Greek will be required to take the course in Classical Civilization (History 191-192) and should not elect History 3-4, The Ancient World.

HISTORY 5,6. ENGLISHMEN IN THE SIXTEENTH AND SEVENTEENTH CENTURIES.

In the first semester the course covers the Tudor period of English history (1485-1603) and stresses the part that Englishmen played in the great movements of the time,—the Renaissance, the Reformation, and discovery and trade. In the second semester the course takes up the Stuart period (1603-1688) in which England worked out in her colonies and in her own island laboratories some of the fundamental problems of self-government.

This course is open to freshmen who have had European, English or American history in the last two years of preparatory school. It endeavors to cross-section that work at a significant point in English history. It fulfills the requirement of six hours in history, prescribed for the degree. Enrollment is limited to about 15 students. A student may elect the first semester without the second, but may not elect the second semester without the first.

PHILOSOPHY

PHILOSOPHY 1,2. INTRODUCTION TO PHILOSOPHICAL THINKING.

A course designed especially for freshmen. The practical application of philosophical principles to the problems of everyday living. Detection of simple logical fallacies. Practice in discussing problems and following them through to their logical conclusions. Principles of mental health, including laws of learning, habit formation, human relations, appreciation of values, etc.

Open only to freshmen. Three hours each semester. Credit three hours each semester.

RELIGION

RELIGION 105,106. OLD TESTAMENT: NEW TESTAMENT.

No previous Biblical study is required for this course. The first semester deals with the outstanding events and characters in Old Testament history, with Hebrew prose and poetry in its historical setting, and with the religion of the Old Testament, particularly as seen in the prophets and the Psalms. The second semester is devoted to a study of the life and teachings of Jesus in their historical setting and present-day application, to the work and thought of St. Paul, and to the problems and teachings of the early Christian leaders as shown in other New Testament writings.

GROUP IV—FINE ARTS

ART

ART 1-2. HISTORY AND APPRECIATION OF ART.

The introductory course in the Art Department. Studio practice is a regular part of the course, carried along with lectures on art history. In art knowledge is experience. This experience of the meaning of art cannot be gained solely through the use of words. There are two paths open to the student, either long and faithful study of masterpieces directly from originals in the great museums, or the experience gained by experiments in the study of the problems of the artist directly from nature. To study drawing and painting, even for those without special talent, awakens the perceptions and stimulates the interest in and the understanding of the great masterpieces. This course is designed with such an aim in view. It is analogous to laboratory experiment in the sciences. Students make large wall paintings to help them to appreciate the ordered beauty of Egyptian design. They sketch from casts of Greek sculpture and paint still life, portraits, landscapes, in water-color and oils. They experiment with tempera and fresco.

ART 3,4. HISTORY OF ARCHITECTURE.

In the first semester a brief study of the elements of architecture, the significance of architecture as both a fine and a useful art, and the fundamental types of construction developed in the historic styles will be followed by a study of prehistoric dwellings and structures of mankind. Then Egyptian, Mesopotamian, Greek, Roman, Early Christian, Byzantine, and Romanesque architecture will be studied. The second semester will consist of a study of Gothic, Renaissance and Modern Architecture. Throughout the year lantern slides will be used to illustrate the lectures and the students will use many fine photographs in their private study. Opportunities will be offered for trips to such places as Charlottesville and Monticello, Richmond, Williamsburg, and Washington, to study architectural achievements in this part of our country.

ART 9. ELEMENTARY DRAWING AND COLOR.

This course gives no credit in art. It is planned for beginners and for those who have not had sufficient training to warrant college credit. Drawing and sketching in pencil, charcoal and color, from cast, life, nature, and still life comprise the work of the class. The course aims to develop the ability to see and represent things pictorially for form, line, color and composition.

ART 110. SKETCHING FROM LIFE AND LANDSCAPE.

This course is open to students whose work is sufficiently advanced to merit college credit. They should have completed course 9 or its equivalent. The media used are charcoal, water-color and oil. Credit is given only when students are taking or have taken Art 1-2 and have taken Art 9 or its equivalent. One hour of credit requires three hours of practical work. Students desiring this course should submit specimens of their art work, as evidence that they have had work which is the equivalent of Art 9.

MUSIC

Students who are especially interested in music and who wish to continue their study of applied music may be permitted to take Music 1-2, Elementary Theory and Ear-Training or an advanced course in theory, if an achievement examination in Music 1-2 is passed, together with applied music instead of one of the subjects described above, preferably history. These students are referred to the statements on pages 135-138 of the current catalogue regarding requirements for credit in applied music.

MUSIC 1-2. ELEMENTARY THEORY AND EAR-TRAINING.

This course aims to give a student a thorough knowledge of the rudiments of music and the necessary background for all the other courses in the music department. The student learns to construct and recognize all forms of scales, intervals and simple chord constructions. Since music is the art of thinking in sound, great stress is placed in this course upon the development of the power to listen and the sensitivity of the ear. Sight-singing is offered, which should appeal especially to those who are interested in Glee Club and Choir music.

APPLIED MUSIC—PIANO.

If students desire to continue their study of piano in college and receive credit for their work, they are strongly urged to read carefully the second paragraph under *Applied Music* on page 135 in the current catalogue long before their arrival in the fall. The music faculty regrets that they are often not able to grant college credit to many freshmen because of their failure to make sufficient preparation to meet our requirements for credit in piano.

